Towson University

MA in Psychology

Clinical Concentration

Graduate Student Handbook
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CHAPTER 1: MISSION STATEMENT
MISSION STATEMENT

VISION
• Ethical professionals with the knowledge and skills to apply the principles of evidence-based practices in psychology

MISSION
• To provide students with the knowledge and skills needed to provide ethical and culturally sensitive clinical services, to conduct/consume research, and to pursue further graduate study

CORE VALUES
• Provide a training curriculum that is up-to-date and informed by science
• Provide comprehensive training in the three components of evidence-based practices
• Provide a solid grounding in clinical and research ethics
• Provide opportunities to apply and practice research and clinical skills under the direct supervision of a program faculty member
• Provide opportunities to further develop research and/or clinical skills through practical experiences in community settings
PROGRAM GOALS

- Enhance competitiveness of students seeking admission to doctoral programs
- Prepare students to work as ethical professionals (e.g., as clinicians, behavioral specialists, or research project managers) at the masters level

TRAINING GOALS

Goal 1: Train scientist practitioners who are knowledgeable and able to apply and integrate the three main components of evidence-based practices in psychology (EBPP)
  - Sub-goal 1A: Demonstrate skill in culturally-sensitive clinical interviewing, assessment, and diagnosis
  - Sub-goal 1B: Demonstrate knowledge of empirically supported treatments and ability to apply skills and techniques associated with those treatments
  - Sub-goal 1C: Develop knowledge of client characteristics that affect assessment and treatment
  - Sub-goal 1D: Demonstrate ability to read and critically evaluate the research literature as well as to use that literature to guide clinical practice

Goal 2: Facilitate students’ knowledge of quantitative research methods and statistics and skill in consuming and disseminating research
  - Sub-goal 2A: Demonstrate knowledge of research design and statistics
  - Sub-goal 2B: Demonstrate ability to read and synthesize the research literature and generate testable hypotheses
  - Sub-goal 2C: Demonstrate ability to communicate effectively both orally and in writing

Goal 3: Ensure that students adhere to the highest ethical standards when conducting research and clinical practice
  - Sub-goal 3A: Demonstrate knowledge of professional ethics as they apply to clinical practice and state laws pertaining to mental health providers
  - Sub-goal 3B: Demonstrate knowledge of professional ethics as they apply to the conduct of applied research
CHAPTER 2: ACADEMIC EXPECTATIONS
PROGRAM OF STUDY

You will take 37 credits of required coursework. In addition, you will take between 6 and 9 units of elective credit and may also take 6 units of thesis credit (depending on the program of study; see below). Each semester, you will be provided with a seat (or permission) code from the program graduate assistant that will allow you to register for courses.

<table>
<thead>
<tr>
<th>Course Name (credits)</th>
<th>Course Number/Type</th>
<th>Semester/Year Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Intelligence (3)</td>
<td>PSY 720/Req.</td>
<td>Fall/1st year</td>
</tr>
<tr>
<td>Psychotherapy and Behavior Change I (3)</td>
<td>PSY 665/Req.</td>
<td>Fall/1st year</td>
</tr>
<tr>
<td>Advanced Experimental Design I (3)</td>
<td>PSY 687/Req.</td>
<td>Fall/1st year</td>
</tr>
<tr>
<td>Advanced Abnormal Psychology (3)</td>
<td>PSY 631/Req.</td>
<td>Fall/1st year</td>
</tr>
<tr>
<td>Psychotherapy and Behavior Change II (3)</td>
<td>PSY 666/Req.</td>
<td>Spring/1st year</td>
</tr>
<tr>
<td>Advanced Experimental Design II (3)</td>
<td>PSY 688/Req.</td>
<td>Spring 1st year</td>
</tr>
<tr>
<td>Advanced Child Psychopathology (3)</td>
<td>PSY 632/Req.</td>
<td>Spring 1st year</td>
</tr>
<tr>
<td>Ethical, Legal, and Professional Issues in Clinical Psychology (3)</td>
<td>PSY 790/Req.</td>
<td>Spring 1st year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name (credits)</th>
<th>Course Number/Type</th>
<th>Semester/Year Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective (Child Psychotherapy; Family Therapy Etc)</td>
<td>TBD</td>
<td>Summer 1st year</td>
</tr>
<tr>
<td>Practicum in Clinical Psychology (3)</td>
<td>PSY 697/Req.</td>
<td>Fall/2nd year</td>
</tr>
<tr>
<td>Cognitive Therapy I (3)</td>
<td>PSY 755/Req.</td>
<td>Fall/2nd year</td>
</tr>
<tr>
<td>Personality Assessment in Clinical Psychology (3)</td>
<td>PSY 765/Req.</td>
<td>Fall/2nd year</td>
</tr>
<tr>
<td>Thesis (3)</td>
<td>PSY 897/Req</td>
<td>Fall/3rd year</td>
</tr>
<tr>
<td>Practicum Continuation (1)</td>
<td>PSY 697/Req.</td>
<td>Winter/3rd year</td>
</tr>
<tr>
<td>Internship in Clinical Psychology (3)</td>
<td>PSY 797/Req.</td>
<td>Spring/3rd year</td>
</tr>
<tr>
<td>Thesis (3)</td>
<td>PSY 897/Req</td>
<td>Spring/3rd year</td>
</tr>
<tr>
<td>Elective (s)</td>
<td>TBD</td>
<td>Spring/3rd year</td>
</tr>
</tbody>
</table>

Notes:
Students working with children are strongly encouraged to take child oriented electives over the summer. All students are encouraged to take one or more electives over the summer to reduce the workload during the second year.

Required for students doing theses. Alternatively students may choose to take PSY 898 for 6 credits during the semester they plan to graduate. If students do not complete their thesis but have taken all 6 thesis credits, they will be required to take one thesis continuation credit during the semester they intend to graduate.

Students may or may not require an additional elective to be taken during the last semester of study (see Graduation Requirements). Students on the thesis track need 6 units of elective coursework; students on the non-thesis track require 9 units of elective coursework. Students should be aware that to qualify for financial aid, they must be taking a minimum of 6 credits in a given semester.

In rare instances, students may request a modification to the program of study. For example, a student who knows s/he does not want to pursue further graduate study beyond the MA degree may choose to take one semester of statistics and replace the second semester with a fourth elective. The procedures for requesting a modification to the degree plan can be found in this chapter in the “Changes to the Program of Study” section (p. 15).

Master of Arts with Thesis (minimum 49 units)

The student will complete all required coursework, 6 units of thesis credit (PSYC 897/898) and 6 units of elective credits.

Master of Arts without Thesis (minimum 46 units)

The student will complete all required coursework and 9 units of elective credits.

Electives

See Approving Electives for the procedure for getting elective courses approved as well as the procedure for transferring elective credits from another institution.

- Between 6 and 9 units of courses are elected by the student from within or outside the field of psychology.
- Only graduate level (i.e., 500 level and above) courses count as elective credit. Please note that students may not have more than 3, 500-level courses count toward their degree.
- Elective coursework should be consistent with the student’s personal and/or professional interests and must be approved by the program director.
- Students wanting to work with children are encouraged to take child-oriented coursework to satisfy some or all of the elective requirements.

DEGREE PROGRESS REPORT

Students may use the Academic Requirements function in PeopleSoft to track their progress in the program and to determine whether they are on track to graduate on time and/or have met all the requirements for graduation. Academic Requirements can be found by following the link <Academic Requirements> in the dropdown menu on the left hand side of the Student Center screen in Peoplesoft. The academic requirements page describes the requirements for graduation (i.e., required coursework; electives; thesis credits) and lists the courses that are completed that meet those requirements.

Revisions to the Program of Study

The academic requirements page will indicate that the student has not met the requirements for graduation if the program of study has been revised in any way (e.g., a
required course has been replaced by an additional elective). As long as the revisions have been approved in writing by the program director (see Changes to the Program of Study) the student will still be able to graduate. The program director will provide a copy of the revised program of study to the graduate school with the graduation clearance form indicating that the student has met all of the requirements for graduation.

Electives. The system includes a large number of elective courses that will be counted as approved toward graduation. However, the degree progress report may indicate that the student has not met all the requirements for graduation if s/he takes a course that has not been approved in the system or takes a course at another institution and transfers the credits in. As long as the program director has documentation that the elective course was approved (see Approving Electives), she will indicate to the graduate school that the elective is approved and clear the student for graduation.

Note: It is the student’s responsibility to ensure that any elective courses and/or revisions to the study plan are approved and documented in writing so that there are no delays in processing his/her application to graduate from the program. Any questions regarding required or elective coursework, thesis credit, the program of study, or readiness for graduation should be directed to the graduate program director as soon as possible.
In order to be eligible to graduate from the program, you must meet the following criteria:

- Completion of all required and elective coursework
- For thesis track students, the thesis must have been approved by the thesis committee and the graduate school
- 3.0 minimum cumulative GPA
- No more than three (3) 500-level courses may be counted toward the degree; no undergraduate courses (i.e., 400-level or below) may be counted toward the degree
- No more than 2 C grades may be counted toward the degree
  - If students earn a grade of C in more than 2 courses, they will be permitted to retake those courses no more than one time.
  - After retaking the course, if the student continues to have a grade of C or lower, s/he will not be permitted to graduate
- As noted in the Graduate Catalog 2009-2010:
  - “All students must obtain the grade of B or higher in PSYC 697 Practicum in Clinical Psychology and PSYC 797 Internship in Clinical Psychology. Students earning a grade lower than B in either course may repeat that course no more than one time. Failure to earn a B or higher in both courses will result in dismissal from the program.” (p. 118)
- All degree requirements must be completed within 7 years from the first course counting toward the degree
- Approval of the graduate program director
**ELECTIVE CREDITS**

Non-thesis track students are required to take 9 units of elective credit whereas thesis track students are required to take 6 units of elective credit. Students are permitted to take any elective course (both inside and outside of the psychology department) of their choosing provided it meets the following criteria:

- It is at least a 500 level course; courses below a 500 level are not considered graduate courses and therefore cannot be counted toward meeting graduate program requirements;
- It is relevant to the students’ professional goals;
- It is approved, in writing, by the program director.

**Approving Elective Courses**

Students should submit a request for elective approval via e-mail to the program director, at least one week before the course is scheduled to begin. Students attempting to obtain verbal approval will be directed to make the request in writing via e-mail. Students should not enroll in the course until they have received approval, via e-mail, to do so from the program director. In the request, the student should include the following information:

- The name and number of the course (e.g., PSYC 697: Special Topics: Child Development),
- Number of credits,
- A brief description of how the course is relevant to the students' professional goals.

**Transferring elective credits.** If the course is to be taken outside of Towson University, students will need to complete a Transfer Petition Form – Graduate, in addition to requesting approval for the course via e-mail. The form can be found at the website below:

http://www.towson.edu/registrar/forms/documents/transfer_petition_form_grad_inac_001.pdf. The policy regarding credits transferred from another institution is as follows:

- They must only be taken at a regionally accredited institution (e.g., Middle-States Accredited)
- The course must be at the graduate level at the transfer university
- The course cannot already be utilized as a part of a conferred degree at the other university
- The student must have received a grade of at least a B
- The course must be taken within the program's time limit (7 years for masters/certificates)
- To ensure no issues in having the credits transferred, the student provide a course description and a copy of the course syllabus to the program director so that the appropriateness of the course can be evaluated.
- Upon completion of the course, the student will need to request that an official transcript be sent to the graduate school so that credit may be granted.

The student will receive an e-mail response from the program director indicating whether or not the course has been approved. Students may request approval of more than one course at a time. Approval for in-class courses at Towson should take no more than 48 hours. Approval for in-class or online courses being taken at another institution may take up to one week.


**CHANGES TO THE PROGRAM OF STUDY**

In very rare instances, there may be a reason to change the program of study. Students who want to request a change in the program of study must use the following procedure:

- Schedule a meeting with the program director
- Be prepared to provide a rationale for why the change to the program of study is necessary/beneficial to the student
- Develop an alternate plan using the Revised Study Plan form included as an appendix in this handbook. Both the student and program director will sign the revised plan.

The following courses cannot be replaced with alternate courses:

- Psyc 720 Intelligence Assessment
- Psyc 665 Psychotherapy and Behavior Change I
- Psyc 666 Psychotherapy and Behavior Change II
- Psyc 631 Advanced Abnormal
- Psyc 790 Legal and Professional Issues
- Psyc 697 Practicum in Clinical
- Psyc 797 Internship in Clinical

*** Students planning to pursue a child-oriented field placement (whether clinical or research) may not replace Psyc 632 Advanced Child Psychopathology.

The student will be given a copy of the signed plan; the original will be maintained in the students’ permanent file. At the time the student applies for graduation, the revised study plan will be submitted to the graduate school along with the graduation clearance form. Students must understand that this revised plan represents a contract between the program director and student. In order to be cleared for graduation, the student must meet the requirements outlined in the revised plan.
ACADEMIC INTEGRITY POLICY

The academic integrity policy can be found online at the following website:
http://inside.towson.edu/generalcampus/tupolicies/documents/03-01.00%20Student%20Academic%20Integrity%20Policy.pdf

In an effort to highlight critical elements of the policy, we have reproduced them, verbatim, here:

- “…academic evaluation includes a judgment that the student’s work is free from academic dishonesty of any type”
- “students are obligated not to violate the basic standards of integrity”

B. Plagiarism - presenting work, products, ideas, words, or data of another as one’s own is plagiarism. Indebtedness must be acknowledged whenever:

1. one quotes another person’s actual words or replicates all or part of another’s product. This includes all information gleaned from any source, including the Internet.

2. one uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words.

3. one borrows facts, statistics, or other illustrative materials.

Because expectations about academic assignments vary among disciplines and instructors, students should consult with their instructors about any special requirements related to citation.

- In addition to oral or written work, plagiarism may also involve using, without permission and or acknowledgement, internet websites, computer programs or files, research designs, ideas and images, charts and graphs, photographs, creative works, and other types of information that belong to another.

- Verbatim statements must be enclosed by quotation marks, or set off from regular text as indented extracts, with full citation.

- Multiple Submissions - submitting substantial portions of the same academic work (including oral reports) for credit more than once without authorization of the instructor(s). What constitutes a “substantial portion” of the same work is determined solely by the university.

- Some Examples: Submitting the same or substantially the same work for credit in more than one course without prior permission of the instructor. Building upon or reworking prior work is acceptable with permission of the instructor.

Proper Citations

Although each faculty member may have different requirements, in general we expect you to use APA style for citations. Because ignorance of APA style will not excuse improper citation, you are encouraged to purchase the 6th Edition of the Publication Manual of the American Psychological Association.

A few key issues to remember:
(a) paraphrasing does NOT mean changing only two or three words
(b) It is better to over-cite and learn to cut down than to under-cite
(c) Keep the use of direct citations to a minimum
   a. Overusing direct citations implies either that you did not understand the
      text or that you did not take the time to understand and synthesize the
      information
(d) Incorrect citation will result in a drop in grade
(e) Incorrect citation is no excuse vis a vis plagiarism

Penalties for Plagiarism/Academic Dishonesty

The penalties that may be assessed by a faculty member for a course-related violation may include the following:

1. revision of the work in question and/or completion of alternative work, with or without a grade reduction;

2. reduced grade (including “F” or zero) for the assignment;

3. reduced grade (including “F”) for the entire course.
**APPEALS PROCEDURE**

Students who disagree with an assigned grade or with an allegation of academic dishonesty have the right to appeal. The detailed procedure for appealing grades/changes of academic dishonesty can be found at the following website:  

Briefly, students must appeal to the following people in the order specified. S/he must receive a response at one level before s/he may appeal to the next higher level.

1) To the professor assigning the grade/making the allegation in person.
2) To the professor assigning the grade/making the allegation in writing; the professor must respond in writing
3) To the graduate program director (or the department chair if the professor is the program director) in writing; the program director or chair must respond in writing to the appeal
4) To the Associate Dean of the College of Liberal Arts in writing
5) To the Graduate Studies Committee, whose decision is final.

Appeals that do not follow this procedure will be returned to the student. Grade appeals must be made within one year. The timeframe for appealing charges of academic dishonesty are outlined on p. 8 of the Academic Integrity policy which can be found at the following website:  
[http://inside.towson.edu/generalcampus/tupolicies/documents/03-01.00%20Student%20Academic%20Integrity%20Policy.pdf](http://inside.towson.edu/generalcampus/tupolicies/documents/03-01.00%20Student%20Academic%20Integrity%20Policy.pdf)
You may be required to purchase several textbooks for each class. You may also be assigned journal articles to read that are on reserve at the library. You may also be provided a list of articles and be required to obtain them for yourself from the library. In general, you should expect to be doing a lot of reading. Readings are assigned to foster knowledge as well as to inspire class discussion. In fact, many of your classes may be discussion based; if you have not read for class you will not be able to participate (see Class Participation).

A few key issues to keep in mind:

- It’s okay if you don’t understand the material – that is what class is for
- Take notes on what you read
- Jot down questions
  - If you have a question – someone else will too
  - If you don’t ask – we assume you get it and will move on….

  - i.e. you are responsible for your education
CLASS ATTENDANCE POLICIES

It is our belief that graduate school should be your highest priority. As such, we expect that, except in extenuating circumstances, students will attend all scheduled classes. However, see the section on SELF-CARE, in CHAPTER 3, PROFESSIONALISM for exceptions to this policy.

Classes Scheduled During Finals Week

University policy states the following:

“In courses that do not lend themselves to final examinations (such as seminars and colloquia) faculty members must meet their classes during the time scheduled for the examination. Please note in particular that ALL courses are required to meet during the specific period reserved for the final exam in that course. Having papers turned in at this time is fine as part of a meeting that extends during a significant part of the class session. Having papers turned in elsewhere or simply dropped off with no collective class meeting during the class period does not meet the stipulations of faculty policy.

Faculty have the right to penalize students for not attending any classes scheduled during finals week. As such, please be sure to familiarize yourself with the revised class schedule during finals week and make your travel plans accordingly.

CLASS PARTICIPATION

Unlike undergraduate courses, graduate courses often involve a great deal of discussion as well as in-class experiential exercises and role plays. Some professors actually assign a grade for participation which is used in calculating the students’ final grade. Thus, you must come to class prepared so that you may participate in class discussions and exercises.

Class Discussions

The content and focus of discussions vary considerably from class to class but are likely to focus on some or all of the following:

◦ Assigned Readings
◦ Questions you have
◦ Points of contention*
◦ New ideas
◦ Problem solving

* We encourage students to express (as appropriate... see Sharing Personal Information) differing points of view regarding class material. However, these perspectives should be presented in a respectful and appropriate manner. Students should also be aware that faculty reserve the right to end such discussions for any number of reasons (i.e., limited time; discussion is becoming too emotionally charged; etc).
Experiential Exercises

Because the purpose of many classes is to foster the development and mastery of clinical skills (e.g., interviewing, assessment), we may also spend time practicing techniques either in mock role plays with fellow classmates or with practice clients recruited through the subject pool. Again, you should always be aware of what is needed for these exercises and come prepared for them.

Sharing Personal Information

Sometimes class discussions or exercises may trigger personal issues or concerns. It is useful to have some guidelines regarding when it is, or is not, appropriate to share personal information.

When sharing personal information is okay...

- When you are learning new techniques
- When examples are needed to demonstrate a point/technique/theory

When it is NOT okay...

- I think my boyfriend has bi-polar….
- I am feeling this… do you think I have….
  - (hint: we don’t do therapy or diagnose students – we can listen and refer. Do this in private. Class is not therapy.)
- In intake interviews, assessments, or therapy sessions with practice clients (this circumstance will be discussed in more detail in class)

Please consider the following policy regarding class assignments, in-class experiential exercises, and discussions in which personal information may be shared:

For some assignments/ in-class exercises/ or discussions, you may be asked to use yourself or your experiences as examples. Please note that you are neither required nor encouraged to self-disclose uncomfortable personal details. In such situations, you should be careful to select an issue that you are willing to share with the professor or other class members. You may also choose an issue that someone close to you is dealing with if that is more comfortable. While it would be beneficial if your example were suitable to share, you are not required to share anything in class or through assignments that would make you uncomfortable. Your decision NOT to share overly personal information/ experiences is considered appropriate self-care and will in NO WAY impact your grade.

Sometimes, students elect to share an experience only to discover after the fact that it is more emotionally charged than originally thought. In this case, we ask that all students be respectful of one another’s feelings and dignity by avoiding making insensitive or belittling comments and by respecting one another’s privacy. What is discussed in class stays in class; in other words, any personal experiences shared in class MAY NOT be discussed with anyone outside of the class. Of course, you may discuss your feelings about what occurred in class with a mentor, advisor, or partner; but the details and content of the discussion should remain confidential. This
is good practice for your clinical work as the APA ethical principles regarding confidentiality and privacy prohibits you from sharing information discussed in clinical and research sessions with anyone not involved with that clinical case or research project; this prohibition includes family, friends, and romantic partners.
WRITING

Like reading, writing is emphasized in this program and you will be expected to do a considerable amount of writing which will be evaluated critically. We believe that writing is a critical skill, regardless of your career aspirations. Excellent writing skills help you to present yourself in a favorable light with potential employers and doctoral programs. Moreover, excellent writing skills are the foundation of professional success.

A portion of your grade for written assignments will be based on the quality of your writing (see Criteria for Grading Writing Quality, below). To the extent possible, we will provide constructive feedback that can be used to improve your writing skills. However, you may have issues with your writing that we do not have the skill or the time to address. If this is the case, we will refer you to the Writing Center on campus. We realize that this feedback may be difficult to hear; it may be the first time that anyone has told you that you have issues with your writing. Please be aware that this is not intended as criticism but rather as constructive feedback. However, we do expect you to follow through with this referral. It has been our experience that students who follow through with the referral to the writing center make dramatic improvements in their writing which is reflected in their grades.

Criteria for Grading Writing Quality
In general, writing quality is graded on the following dimensions

- Grammar →
  - Does the student use proper sentence structure and appropriate grammar?
- Clarity →
  - Can I read a sentence/paragraph once and understand it?
- Organization →
  - Does your writing tell a story; does it follow a logical sequence?
- Succinctness →
  - Have you made your point using as few words as possible?
  - Excessive verbiage → lack of clarity
- Formality →
  - Do you write the way you talk to your friends or to a professional colleague?
  - Do not confuse informality and simplicity
- Follow directions (including APA style)
**ORAL PRESENTATIONS**

In addition to writing effectively, you need to be able to communicate in oral forms as well. During the course of your graduate training as well as your career, you may present research at conferences, give lectures to students or presentations to colleagues, and be required to summarize clinical cases, treatment options, etc. During the course of your training, you will likely be required to give at least one oral presentation in each of your classes. Again, we will provide you with constructive feedback that is designed to help you become a more effective presenter.

**Criteria for Grading Oral Presentations**

- Adherence to time limits
  - This is important; you often have a limited amount of time to make your case
- Pacing
  - Was the pace even throughout? Did you talk slowly and clearly?
- Key info/ Content
  - Did you impart the critical information?
  - Did you cover the necessary material?
- Q&A
  - Could you answer reasonable questions? That is, did you have a thorough grasp of the topic area?
GROUP WORK

The requirement to work effectively as a member of a group is a critical skill. Many employers and graduate schools ask references to comment not only on a student’s ability to work independently but also on his/her ability to work cooperatively with others. During your time here, you will be required to work in pairs, small groups, large groups, and as a cohort. Your ability to work with others will be observed and evaluated.

When assigning group work, we fully expect all members of the group to expend an equal amount of effort. Faculty reserve the right to reduce the grade, relative to the overall group grade, of anyone found to be “loafing” on a group project.

Your involvement and participation in class also reflects your ability to function effectively within a group. In general, we do not expect you to like every member of your cohort. However, we do expect you to make an effort to get along with everyone and to treat both faculty and other students with respect both in and outside of the classroom. Whispering, snide remarks, eye-rolling, or other disruptive behavior will not be tolerated. Spreading rumors and talking badly about other cohort members or faculty is also not acceptable behavior. If you have an issue with a cohort or faculty member, we encourage you to discuss it with him/her directly (for more on this issue, see Behavior, in CHAPTER 3: PROFESSIONALISM).

Consequences for Violating this Policy. For a first offense, students will be required to meet with the program director to discuss the behavior. A written note, documenting the issue, will be placed in the students’ academic record. Subsequent or ongoing offenses will be considered a violation of the Code of Conduct and will be subject to any of several penalties, as outlined in the Code of Student Conduct.
In addition to developing your knowledge, the program also focuses on your professional development and growth. As you will be representing the Towson University Graduate Program in your employment, field placements, and beyond, you should always present yourself in a professional manner. In particular, you should pay careful attention to the following areas.

**APPEARANCE**

You should dress professionally and appropriately at all times. When in doubt about how to dress, err on the side of caution; it is better to be over-dressed than to be under-dressed. You can always modify your choice of clothes at a later date. Specifically while on field placements, you should observe how others at the site dress and use that information as your guide for appropriate attire on site. As a general rule, however, you should be certain that your clothes are clean and free of holes and stains. While classroom attire can be casual (jeans and t-shirts, etc. are acceptable), we do ask that you not wear any belly shirts, cut-off shorts, low-cut or see-through blouses, or overly short skirts.

**BEHAVIOR**

We ask that you are respectful of both faculty and other students. Please make every effort to arrive to class on time; if you are unable to attend class for any reason, please be certain to inform the faculty member as soon as possible. During class, we ask that you put your cell phones on silent or vibrate and please -- NO TEXTING. We realize that you may want to bring laptops to class for the purposes of taking notes but we do request that you refrain from surfing the web, using Facebook or any other social networking site, answering e-mails, or engaging in any other non-course-related behavior that may be distracting to faculty or other students.

Students may wish to bring food to class because classes are often scheduled during normal meal times. Students should check with each professor to determine his/her policy regarding eating in class. If the professor does not object, students should try to avoid eating overly noisy (i.e., crunchy) snacks and refrain from bringing food in crinkly bags. As some students may suffer from serious food-related allergies, it is best that you check with your fellow students before you bring food made with peanuts or tree nuts.

Another aspect of professional behavior involves learning how to advocate for yourself as well as how to handle conflict with colleagues and supervisors. There may be times when you believe that you or someone else in your cohort has been treated unfairly or you may vehemently disagree with a grade or evaluation you have received. In such instances, you should use the following guidelines in order to address the issue:

- Begin by addressing the issue directly with the faculty member or student involved. Be respectful but state your concerns clearly and concisely. You should be prepared to listen to the other person’s point of view; they may have a legitimate reason for their behavior. You should also be prepared to compromise – do not expect that you will get exactly what you want.
• If, however, the issue is not resolved to your satisfaction through direct discussion with the person involved, you may then address the issue with the program director. In discussing the issue with the program director, please be sure to describe the concern in detail and what you have done to address the concern.

• If the issue is with the program director (and direct discussion with her has not resolved it to your satisfaction) or if you feel that the program director has not adequately addressed the issue, you should address your concern to the Chair of the psychology department. In this instance, you should follow the university policy regarding appeals, petitions and grievances (Towson University Graduate Catalog 2009-2010; p. 370). In particular, the grievance will have to be submitted in writing.

Emailing professors or other professionals. Electronic mail is often a preferred method of contact today. It can be easier to get in touch with professors or other professionals via email than via telephone. Therefore, the impression you make electronically is just as important as the impression you make over the phone or in person. Use the following to guide your interactions with faculty and other professionals:

1. When contacting someone, do some research as to what the appropriate from of address is: If the individual has a PhD, PsyD, MD, or ODD – refer to them as “Doctor.” A professional with a Master’s degree (MA, MS, MSW, MCSW, MFT, etc) is referred to as “Mr.” or “Ms.” If you have no clue, than begin the email generically “Dear Jane Smith.”

2. Always be professional and deferential at first. An example is emailing someone to request a copy of a measure they used in a study. Don’t email and assume you can get a copy of it...
   a. Dear Joe, I would really like to use the XXX in my thesis. Could you send me a copy? Thanks!

   Better:

   b. Dear Dr. Smith:
      I recently read your article on XXX (Journal of Abnormal Psychology) and was very interested in the measure you developed for this study. I am currently a graduate student at Towson University and am working with Dr. Deborah Smith. I am planning my master’s thesis and am currently planning on investigating XXXYXXXXZZ. I would be very interested in using your measure, as it will tap into the variable I am hoping to study.

   I was hoping that you might be able to direct me to where I could obtain this measure, or, if you would be willing to send me a copy of it. I will be happy to share my findings with you.

   Thank you very much for your consideration, and I look forward to hearing from you.
   Sincerely,
   John Doe

3. Do not use overly informal or abbreviated text in an email (i.e., if you would text it to a friend, do not email it to a professor).

4. Do not respond immediately to an email that has upset you. Take a break, re-read it and then draft a response.
5. When in doubt about the tone of an email – ask someone else to read it first.

When you receive an e-mail from a professor or other professional, it is important to respond as promptly as possible (preferably within 24 hours). Please note the following additional guidelines for responding to e-mails.

1. If you are unable to respond to an e-mail request within 24 hours, (e.g., you are on vacation without access to e-mail), it would be advisable to create an out-of-office reply that indicates how long you will be unavailable and when the correspondent can expect a response.

2. If you need more than 24 hours to formulate a response, (e.g., you need to look up information), you should send a brief e-mail letting the person know when they can expect a more detailed response.

3. If a detailed response is not required, it is still advisable to send a brief response letting the individual know that you have received their e-mail; something as brief as “I got it, thanks!” would be sufficient.

**SOCIAL MEDIA**

**Presentation of Self.** Many of you use social media sites such as facebook, twitter, etc. It is important that you recognize that, depending on your security settings, information that you post on your facebook or other social media page MAY NOT be private. There have been several stories in the news about people who were either fired, or lost job offers, because of photos, videos, etc. that they posted on social media sites. You should also recognize that what you post on social media sites does not only reflect on you. Because many of you list your academic institutions and degrees in your profiles, what you post may also reflect on the program and the university.

While we have no problem with your use of social media, we would like you to keep the following things in mind when posting to these sites:

- Use the strongest security settings that are appropriate. Generally, it would be recommended that you limit access to your posts to your friends only. You probably do not want your field placement supervisor or your practicum clients to have access to photos of you in a bathing suit or videos of you drinking at a bar.

- Please also check security settings multiple times per year especially after system-wide updates to social media programs, as security settings may be automatically reset to a less secure level.

- Remember that social media is not the only way that information is shared. A friend who has access to your posts may share it with others. Thus information you post to a social media site can still be circulated to unintended recipients and therefore have unintended consequences.

- When posting to a social media site it is best to assume that anyone could see it. Thus, if you would not want your boss or grandmother to see it, you probably should not post it to a social media site.
**Faculty and Social Media.** Many of the faculty use social media sites as well. In general, it is not recommended that connect with a faculty member unless invited to do so. This is particularly true for students who are currently matriculated in the program. While some faculty may be open to connecting via social media with students who have graduated from the program, this may not be true for all faculty. Thus, it is best to ask faculty what their policy is about connecting with current and former students via social networking sites.

**Program Facebook Page.** The MA in Psychology, Clinical Concentration maintains a facebook page. The page can be accessed using the following link: 
https://www.facebook.com/TUClinicalPsych?ref=hl

The purpose of the page is to:
- help maintain contact with alumni;
- recognize the accomplishments of our current and former students;
- allow current and former students to connect and network with one another;
- connect current and former students with potential employers;
- permit alumni to maintain contact with program faculty; and
- market the program.

We ask that all students who have facebook pages to “like” the program page. You are welcome to post information to the page, but please be mindful of the audience. If your post is likely to be considered offensive to members of our audience, the post will be removed.

**ATTITUDE**

We expect you to come to every class with a positive attitude and an enthusiasm for learning. We expect you to be respectful of other student’s privacy and confidentiality. We also expect you to adhere to local, state, and federal laws concerning confidentiality. Throughout the course of your academic studies, we will be required to provide you with feedback around a variety of issues (i.e., class performance; professionalism; etc). We ask that you be open to this feedback; it is not intended as criticism but rather as a vehicle to foster personal and professional growth. You will be evaluated with regard to your ability to accept and effectively utilize feedback as this is a critical skill that will be of interest to both potential employers as well as graduate school mentors.

**SELF-CARE**

Ethical Standard 2.06, *Personal Problems and Conflicts*, of the Ethical Principles of Psychologists and Code of Conduct (APA, 2002), states the following:

“(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such
as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.” (p. 5)

In brief, this principle implies that taking care of yourself and recognizing your mental state and areas of sensitivity are your ethical responsibility. If you are ill or have had a recent loss you are unlikely to be able to be fully present for your client; this would be considered an ethical violation.

Because we consider graduate training an opportunity for you to practice professional skills, we feel that learning to recognize when you need to take a break, and actually acting on that recognition, are critical skills that we want to foster. Thus, during the course of your graduate studies you may become ill, experience a loss, or experience some other emotionally challenging event which may require you to make a decision about whether or not to attend a class. Because you are likely to impact the health of the other students and faculty or may serve as a distraction to others, we encourage you to stay home, even if this may ultimately result in a grade reduction. Remember, B = MA; that is, you do not need to have all A’s to be considered successful in graduate school.

In addition during class discussions or practice client sessions, clients may raise issues or situations that may trigger an emotional reaction that you have difficulty controlling or may make it difficult for you to maintain emotional boundaries. To the extent possible, we will address these issues in supervision. However, we also recommend that if you are aware of such issues, you should consider seeking professional help in dealing with them.

**MID-YEAR EVALUATION**

Every first year student will be evaluated by all program faculty following the first semester of study. The purpose of this evaluation is to provide the program director with a more comprehensive assessment of the student’s performance in the program. In particular, the assessment will be used to provide feedback to students about areas of strength and weakness that can help to foster personal and professional growth, to determine the degree to which the student has mastered the course material (independent of course grades), and to assess the student’s readiness to go on practicum/internship. The feedback will become a permanent part of the student’s record and will also be used as the basis for writing letters of recommendation.

Students will be rated on the dimensions below using a 5-point scale: A (outstanding); A- (Above Average); B (Average); B- (Below Average); or C (Unacceptable). Faculty are also asked to provide narrative feedback regarding the student in general or to explain any of the ratings provided.

**Dimensions**

- **Intellectual potential** → the ability to learn and apply new information
- **Mastery of course material** → the degree to which the student has a full understanding of and an ability to apply the skills and knowledge taught in the course
- **Communication skills (oral, written)** → the degree to which the student can express an idea or concept, either orally or in writing, in a clear, concise, and organized manner
- **Professionalism (behavior, appearance, and attitude)** → the degree to which the student is (or will be) able to work effectively in a professional environment
- **Interpersonal skills** → the ability to interact appropriately and get along effectively with faculty and students in the cohort
• **Ability to accept criticism/feedback** → the degree to which the student is able to graciously accept constructive criticism and to use it to improve performance.

• **Emotional maturity** → the degree to which the student demonstrated emotional stability, sensitivity, insight, judgment, and common sense

In addition, faculty will be asked to comment on whether the student regularly missed or arrived late to class.

The faculty ratings will be summarized and will be provided to students anonymously by the graduate program director in individual meetings scheduled at the beginning of the second semester of study.
Students are required to complete a 500 hour (16 to 20 hours per week) field placement between August and May which represents the program capstone experience. Students may choose to complete a clinical, research or combined placement. Students may elect to work with adults, children, or both.

**GENERAL POLICIES**

- Students may complete their field placement experience at a site where clinical students have been before or may identify a new site
- Any new sites must be approved in writing by the program director before the student may accept the placement
- For clinical placements, the appropriate supervisor must be a licensed professional (e.g., LCPC, LCSW-C, Licensed Psychologist, Psychiatrist, etc).
- For research placements, the appropriate supervisor must be an experienced researcher and/or project coordinator
- The field placement supervisor must guarantee:
  - The student will receive, at minimum, one hour of face-to-face supervision per week. For clinical placements, this must be one consecutive hour of in-person individual supervision. For research placements, while the expectation is one hour of supervision per week, this may come in many forms including lab meetings, discussion of research ideas, feedback on written work, etc. While meetings may last less than an hour, the expectation is that cumulatively, the student will receive an hour of supervision per week. The program director, through discussion with the field placement supervisor, will determine what type of supervision will be appropriate given the nature of the work required.
  - The student will be able to work a minimum of 16 hours per week (in order to meet the 500 hour requirement).
  - The student will never be on-site without an appropriate supervisor present (for clinical placements, this must be a licensed professional).
  - The student will never be required to go off-site to do in-home therapy or to conduct in-home interviews without either an appropriate licensed supervisor or another experienced staff member.
  - There are other licensed/appropriate individuals available to provide supervision to the student in the event that the primary supervisor is unavailable.
- The student must:
  - Complete any required coursework; e.g., students wanting to pursue a child clinical field placement must take a child psychotherapy course. Any additional courses that may be required of the student will be determined by the field placement supervisor or program director.
Students should be certain to check in with the program director to ensure that all coursework requirements have been satisfied.

- Have the placement approved, in writing, by the program director.
- Become a student member of the American Psychological Association (APA).
- Purchase Professional Liability Insurance from the APA Insurance Trust (APAIT) in the amount of $1,000,000/ incident for up to $3,000,000 (i.e., 3 incidents).
- Not begin the placement until the Program Director has approved it and given the student permission to do so.
- Meet the requirements for going on practicum/Internship (see Eligibility to go on Practicum/Internship, below).

See Appendix for a copy of the letter to be presented to Field Placement supervisors regarding Practicum Requirements.
### Timeline for Finding a Field Placement

<table>
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<th>Timeframe</th>
<th>Activity</th>
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| Dec.-Jan.       | • Determine type of placement (i.e., research vs. clinical; adult vs. child)
|                 | • Review Internship book (available in the GA office) to identify potential sites or begin search to identify new sites
|                 | • Schedule meeting with PD to discuss type of placement and possible sites
|                 | • Update resume                                                          |
| January         | • Contact potential sites/supervisors; plan to interview at between 3 and 5 sites |
| Feb. – March    | • Complete Interviews                                                    |
|                 | • Advise PD of progress in obtaining interviews/securing a placement     |
| April           | • Select and accept placement                                            |
|                 | • Provide PD with information regarding the placement, including contact information for the supervisor, for approval |
| May-August      | • Determine requirements that must be completed before beginning the placement
|                 | • Complete any orientation/ required paperwork                            |
|                 | • Join APA and purchase insurance though APAIT (effective date: first day of semester unless otherwise notified by PD) |
|                 | • Provide copy of Memorandum of Insurance to PD and field placement supervisor |

### Eligibility to go on Practicum/Internship

Students should be aware that there is the possibility that they will not be permitted to go on internship when they want to. There are a number of reasons why this may occur:

- The student receives consistently low ratings (i.e., below average or unacceptable) across multiple faculty on one or more dimensions of the Mid-Year evaluation
- The student has failed to achieve satisfactory grades (i.e., B or higher) in key courses (e.g., child-oriented electives for students wishing to complete child/adolescent practicum placements; professional ethics)
- There is a concern that the student is having emotional issues that will prevent him/her from being able to conduct him/herself in a professional and ethical manner (See Chapter 5: Academic and Non-Academic Disabilities, Warnings, and Dismissals).
- The student is found to be using illicit substances or fails a drug test that is administered by the field placement site.
• The student does not comply with the requirements of the internship course (e.g., purchasing professional liability insurance; completing required training or other orientations; etc).

In these rare cases, the student will work with the program director to address any deficits so that s/he may go on internship as soon as possible. Students should take responsibility for informing the graduate director of any personal issues that may interfere with his/her ability to go on internship or to complete the program in the expected time frame.
CHAPTER 5: ACADEMIC AND NON-ACADEMIC DISABILITIES, WARNINGS AND DISMISSALS
ACADEMIC DISABILITIES

Students with a documented disability such as a learning disability, hearing loss, disabling anxiety, etc. should register with the Disability Support Services (DSS) office. Information regarding the DSS office can be found at the following website: http://www.towson.edu/dss/

The DSS will provide the student with documentation outlining the accommodations to which the student is entitled. Students must provide a copy of this documentation to each faculty member. Students must be aware that faculty are not permitted to make accommodations for students without the proper documentation from the DSS office. It is up to the student to determine whether or s/he wants to take advantage of the accommodations available to him/her.
**ACADEMIC STANDING**

The graduate catalog states the following regarding good academic standing in a graduate degree program:

“Good academic standing in a degree program requires a minimum 3.00 GPA for all courses taken for graduate credit whether or not they are taken for the degree.... A student who is dismissed from a degree program is not eligible to re-enter the same program but may apply to another degree program.” (p. 15)

**Academic Standards**

**Academic Probation:** Students will receive a letter of warning and be placed on academic probation in the following instances:

- Students whose overall GPA falls below 3.00 will receive a letter of warning, to be included in the student’s permanent file, and be placed on academic probation. To remain in the program, and come off of academic probation, the student must restore the overall GPA to 3.00 or above within 9 units. The courses used to raise the GPA to 3.00 must be courses required in the degree program or approved elective courses.

- Students may not graduate with more than 2 “C” grades on their transcript. Thus, any student who has earned more than 2 “C”s will be placed on academic probation. To remain in the program, the student must retake one or more of the courses for which a “C” was earned and achieve a grade of B or better within one year of when the “C” grade was earned. The student may only retake courses one time. An extension may be granted, at the discretion of the program director, in extenuating circumstances with documentation (e.g., mental or physical health problem).

- The student earns a grade of “F” for any one (1) course. The student must retake the course and earn a grade of “B” or better within one year of when the grade of “F” was earned. An extension may be granted, at the discretion of the program director, in extenuating circumstances with documentation (e.g., mental or physical health problem).

**Academic Dismissal:** Students will be dismissed from the program in the following instances:

- The student fails to restore his/her overall GPA to 3.00 or above within the required timeframe.

- The student fails to raise specific course grades from a “C” to at least a “B” within the required timeframe so that there are no more than two courses with “C” grades on the transcript.

- The student fails to bring the “F” grade up to a “B” within the required timeframe.

- The student earns an overall grade of “F” in either Practicum or internship. This grade will only be assigned in the event of a serious ethical violation (e.g., sexual contact with the patient), the student fails to submit required documentation that s/he has attended the site, or the student fails to return the Mid- or End-of-Year evaluation. In latter two instances, the program director will make two attempts to contact the student via e-mail to obtain the required documentation. If the student fails to respond by the time grades are due, then the grade of “F” will be assigned. Students
have up to 6 months after the end of the semester to provide the required
documentation in order to have the grade changed from an “F.” However, if submitted
after the semester ends, this information must be supplemented with a letter from the
field supervisor indicating that the documentation is valid.

Practicum/Internship: Students must earn a grade of at least “B” in PSYC 697
Practicum in Clinical Psychology and PSYC 797 Internship in Clinical Psychology to
remain in good academic standing and graduate from the program.

- If, during the Fall semester, the practicum supervisor assigns a grade of “C” (i.e.,
a score between 60 and 80 on a 100 point scale) on the Mid-Year evaluation,
regardless of the overall grade for the course, the student will be removed from
the practicum site. Depending on the reason for the grade, the student will either
be placed on academic probation or be dismissed from the program.

- Students who earn a grade of “C” (i.e., a score between 60 and 80 on a 100 point
scale) on the End of Year evaluation for the Spring semester (after successful
completion of PSYC 697 in the Fall), regardless of the overall grade for the
course will either be placed on academic probation or be dismissed from the
program.

- The decision of whether to place the student on academic probation or to dismiss
the student from the program will be based on a discussion with the site
supervisor regarding the reason for the grade (e.g., a deficit in the student’s
training vs. an ethical violation). The content of that discussion will be
documented in writing.

- If the decision is to place the student on academic probation, the program
director will:

  o Develop a plan directed toward remediating the deficits that accounted for
  the grade (e.g., the student may be required to take additional coursework to
  address any deficits in his/her training or knowledge). The plan will be in
  writing; the student will be provided with a copy of the plan, signed by both
  the student and program director, and the original will be maintained in the
  students’ permanent file. The timeframe within which the plan must be
  completed will be specified by the program director.

  o The student must provide documentation that s/he adhered to the
  remediation plan before retaking the practicum/internship sequence.

- The student may repeat the PSYC 697/797 sequence no more than one time.
Failure to earn a “B” or higher in either of the courses the second time they are
taken will result in immediate dismissal from the program.
NON-ACADEMIC DISABILITIES

Policy Regarding Mental and Physical Fitness

As noted in the section on Self-Care (pp. 24), the APA ethics code requires that psychologists must refrain from professional activity when their physical or mental health prevents them from performing competently. Physical health problems can include acute (e.g., the flu) or chronic illnesses (e.g., cancer). Mental health problems include, but are not limited to: anxiety, depression, ADHD, etc.

Students in the clinical program are expected to be aware of when their physical or mental health is sufficiently compromised such that they cannot perform competently in their classes or on their field placements. If the student is not self-aware, the issue may be brought to the student’s attention by the program director.

In the event that a student becomes aware of a physical or mental health problem that prevents him/her from performing adequately in the program or on their field placement, s/he should schedule a meeting with the program director to discuss the issue as soon as possible after the issue is identified. In the event that the program director identifies the issue (e.g., the student is missing a lot of classes; other faculty have raised concerns; the student is disruptive in class), she will schedule a meeting with the student as soon as possible after it has been identified to share her concerns with the student. During that meeting, the following will occur:

- The student will be asked to discuss only that information which is necessary for the program director and the student to determine the nature and extent of the problem and to make a plan for how it will be addressed.

- The program director and the student will develop a plan for how to remediate the identified problem, which may include some or all of the following:

  o Taking a medical withdrawal from one or more courses during the semester

  o Withdrawing from the field placement. If it is determined that the student must withdraw from a field placement, it will need to be done in consultation with the field supervisor and in such a way as to minimize harm to any affected clients. The field supervisor will be provided with only that information which is necessary for him/her to understand why it is necessary for the student to withdraw from the placement. The student must understand that there is no guarantee that s/he will be able to pursue the same placement at a later time.

  o Seeking appropriate medical or mental health care to remediate the issue

  o Other forms of remediation may also be required of the student depending on the nature of the problem (e.g., consultation with a psychiatrist about the need for medication to control ADHD or other symptoms; attendance at a drug and alcohol education program and submission of a drug negative urine specimen)

  o The timeframe by which the remediation must have been completed will be specified in the plan. In extenuating circumstances, the timeframe may be extended. However, the student is responsible for providing documentation that additional time is required for the problem to be sufficiently remediated.
The plan will be documented in writing and signed by both the program director and the study. The student will receive a copy of the plan and the original will be placed in the student’s permanent file.

Prior to re-enrolling in classes or re-applying for field placements, the student must provide the program director with documentation that s/he has adhered to the plan and is fit to return to the program or to pursue a field placement. The documentation will be maintained in the student’s file.

**Dismissals due to Non-Academic Disabilities**

It is the responsibility of the program director to ensure that the students who graduate from Towson’s program are able to perform the duties of a licensed mental health professional both competently and ethically. As such, students may be dismissed from the program if a non-academic disability is identified and the student refuses to adhere, or fails to provide adequate documentation that s/he has adhered, to the remediation plan developed by the program director within the time-frame specified. In addition, in what is expected to very rare instances, a student may be dismissed from the program if the program director becomes aware that the student has a sufficiently severe mental health problem (e.g., an untreated psychotic disorder) that would compromise his/her ability to become a competent and ethical mental health professional.

**Appeals Process**

In the event that a non-academic disability is identified, the program director, in consultation with the department chair (and/or other appropriate agents of the university) will determine whether a student is fit to go on a field placement, participate in classes, or remain in the program. The program director will only share that information which is necessary for the department chair (or other agent of the university) to assist the program director in making a final decision. If student disagrees with the program director’s decision, s/he may appeal that decision. The student will be required to provide evidence that s/he is, in fact, physically and mentally fit to participate fully in all relevant program activities. Appropriate evidence might include, but is not limited to:

- A note from a medical doctor clearing the student to participate in all professional activities
- A note from a licensed mental health professional (e.g., psychiatrist; psychologist) indicating that the student is sufficiently mentally healthy to participate in the program

The appeal should be made in writing. The student should first appeal to the graduate program director to which the program director will respond in writing. If the issue is not resolved to the student’s satisfaction, s/he should then appeal, in writing (including his/her letter to the program director and the program director’s written response) to the department chair. If the issue is not resolved to the students’ satisfaction, s/he should appeal, in writing and including all documentation from previous appeals, to the Associate Dean of the College of Liberal Arts. If the issue is still not resolved to the student’s satisfaction, s/he should then appeal to the Graduate Studies Committee. The decision of the Graduate Studies Committee is final. Students must follow this procedure exactly or the appeal will be not be considered.
NON-ACADEMIC WARNINGS AND DISMISSALS

Students in the clinical program are expected to demonstrate the highest standard of ethical and professional behavior both in- and outside of the classroom as well as in the community.

Professional Expectations
Students are expected to attend classes and their field placement regularly, arrive on time, be prepared, and be attentive. They are expected to treat other students, faculty and/or field supervisors with respect. Disruptive and aggressive behavior of any kind will not be tolerated.

The following behaviors will not be tolerated:

- **Regular unexcused late arrivals to class or the field placement**: Regular lateness is defined as three or more times total across all courses in a given semester. Students must provide documentation to excuse any late arrivals in excess of one per course (e.g., receipt from a towing company or auto repair shop to verify car problems). If traffic is an issue, students should plan to leave early to ensure that they arrive to class or their field placement on time. Students should inform the professor as soon as possible of the fact that they will be late to class (e.g., by texting a fellow classmate or the professor; e-mailing the professor).

- **Excessive unexcused absence**: Excessive refers to more than two absences total across all courses or from the field placement in a given semester. Students should inform the professor of field placement supervisor as soon as possible that they will not be attending class/ the site. Students must provide documentation to excuse the absence.

- The student is rude, disrespectful, or otherwise disruptive.

- The student is verbally or physically aggressive toward other students or the professor.

  **Consequences for violating this policy.** A first violation of the lateness or absence policies will result in a meeting with the program director and a written warning. The program director and student will develop a plan for ensuring that the student becomes in compliance with the policy. The student will be required to have a weekly attendance sheet signed, for the month following the problem is discovered, by the faculty of all courses to be turned into the program director. Subsequent to that month, the program director will periodically check in with faculty to determine whether the issue has been resolved. In the event that the problematic behavior persists, the student may be placed on academic probation, not be permitted to pursue a field placement (if it is a first year student) or be dismissed from the program depending on the extent of the offense.

A student who behaves rudely or disrespectfully toward other students or faculty or is otherwise disruptive in class will meet with the program director. Depending on the nature and extent of the problem, the consequence could involve a verbal warning, written warning, probation due to violating the code of conduct, or dismissal from the program.

Physical and verbal aggression will never be tolerated. Any student who violates this policy will be immediately dismissed from the program.
Ethical Behavior

Students are expected to behave ethically at all times and should adhere to the APA code of ethics in all of their research and clinical endeavors. Minor violations of the ethics code may result in one or more of the following: a verbal or written warning; being required to retake the Professional ethics course; being required to postpone the field placement for a year or more. More serious violations (e.g., having a sexual relationship with a client on the field placement; fabricating data) will result in immediate dismissal from the program.

Appeals Process

The decision to apply a sanction or to dismiss a student from the program for a professional or ethical violation will be made by the program director, in consultation with the department chair (and/or other appropriate agents of the university). The program director will only share that information which is necessary for the department chair (or other agent of the university) to assist the program director in making a final decision. If the student disagrees with the decision, s/he may appeal that decision. The appeal should be made in writing. The student should first appeal to the graduate program director to which the program director will respond in writing. If the issue is not resolved to the student’s satisfaction, s/he should then appeal, in writing (including his/her letter to the program director and the program director’s written response) to the department chair. If the issue is not resolved to the students’ satisfaction, s/he should appeal, in writing and including all documentation from previous appeals, to the Associate Dean of the College of Liberal Arts. If the issue is still not resolved to the student’s satisfaction, s/he should then appeal to the Graduate Studies Committee. The decision of the Graduate Studies Committee is final. Students must follow this procedure exactly or the appeal will be not be considered.

CRIMINAL OFFENSES / SUBSTANCE ABUSE

Criminal Offenses

On the graduate school application, students are asked to indicate whether they have been convicted of, received probation before judgment for, or have charges pending against them for a criminal offense, including DUI/DWI but excluding minor traffic violations. If an applicant answers ‘yes’ to any of these questions, the graduate school will block his/her admission to the program pending an investigation. Once the investigation is complete, the graduate school will either inform the applicant that s/he is unable to be admitted to the program or will remove the block, thereby permitting the program to admit the applicant. Failure to disclose such information on the application is in violation of the student conduct policy and may be grounds for dismissal from the program.

Some field placements/practicum sites require students to complete a criminal background check. Students must be aware of the following:

- The university will not complete the background check for students. Results of the background check should not be sent to the University or the program director.
- Students are responsible for having the background check conducted as well as any costs involved in conducting the check. Students are also responsible for ensuring that the results are submitted to the practicum site.
- Students should use Pre-Check or other reputable vendor to complete the background check.
• The field placement site may refuse to provide a practicum to a student based on the results of the background check.
• In the event that a student is denied a field placement due to prior criminal behavior, this information will be relayed by the practicum supervisor to the program director.
• Depending on whether or not the student reported the offense on the application and on the nature of the offense, the student may be subject to a sanction, up to, and including, dismissal from the program.
• If the university has been made aware of the offense but the student is still denied a field placement, the program director will assist the student in finding an alternate field placement. The student should be aware that completion of the field placement may be delayed at least one year.

Substance Abuse

The Towson University Student Code of Conduct prohibits the manufacture, distribution, possession, or use of illegal drugs, drug paraphernalia, or controlled substances. Many field placement sites are “drug-free workplaces” and require submission of a drug-free urine specimen prior to beginning the placement. Students must be aware of the following:

• The university will not complete the drug test. Results of the drug test should not be sent to the University or the program director.
• Students are responsible for having the drug test conducted as well as any costs incurred. Students are also responsible for ensuring that the results are submitted to the practicum site.
• The field placement site may refuse to provide a practicum to a student based on the results of the drug test.
• In the event that a student is denied a field placement due to a positive or inconclusive drug test, this information will be relayed by the field placement site to the program director.

Consequences for Violating this Policy. Although the university allows for a variety of different penalties, a first offense will result in the following:

• The student will not be permitted to complete a field placement during the academic year in which a positive drug test was submitted;
• The student will be required to complete the 6 week (12 hour) Alcohol and Drug Education and Awareness program and follow any additional recommendations of the Coordinator of Substance Treatment programs at the Towson University Counseling Center (TUCC). Students will be required to provide written documentation of successful completion of the program to the program director.
• The student will be required to submit the results of a urine drug screen, taken within one day of the first day of your practicum placement, that is negative for all drugs tested.

Subsequent violations of this policy will be met with more serious sanctions up to, and including, dismissal from the program.
Appeals Process
In the event that a student is found to have violated the Code of Conduct related to failure to disclose criminal activity or illicit and controlled substances, the program director, in consultation with the department chair (and/or other appropriate agents of the university) will determine the appropriate consequence for the student. The program director will only share that information which is necessary for the department chair (or other agent of the university) to assist the program director in making a final decision. If student disagrees with the program director’s decision, s/he may appeal that decision. The appeals process is the same as has been described previously.
THESIS OVERVIEW

There are a number of good reasons to do an empirical thesis. The first reason is to help you gain valuable research experience while you clarify your areas of interest. In general, the process of writing a thesis will help you to learn: the stages in designing and implementing a research project; how to write and submit an IRB application; the process of consenting and data collection; statistical analysis; and scientific writing. In addition, conducting an empirical thesis will make you more competitive on the job market as well as inform your applications to doctoral programs. Finally, in conducting a thesis, you will form a relationship with a research mentor who will be able to write comprehensive and detailed letters of recommendation for you.

It is our intent to have matched you with an advisor at the time of your initial interview and admission to the program. However, if you do not have an advisor by the time you start the program, you need to make an appointment with the program director ASAP (preferably within the first two weeks of classes) to identify an appropriate advisor for you given your areas of interest.

Thesis Timeline

Below is a sample timeline for conducting a thesis. Two years is not a lot of time so it is best that you begin working on your thesis immediately upon starting the program.

<table>
<thead>
<tr>
<th>First Year Fall</th>
<th>First Year Spring</th>
<th>First Year Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep</td>
<td>Jan</td>
<td>May</td>
</tr>
<tr>
<td>Oct</td>
<td>Feb</td>
<td>June</td>
</tr>
<tr>
<td>Nov</td>
<td>Mar</td>
<td>Jul</td>
</tr>
<tr>
<td>Dec</td>
<td>Apr</td>
<td>Aug</td>
</tr>
<tr>
<td>Start with research advisement; continue research area; start to develop a dissertation proposal</td>
<td>Complete research, write, edit, write</td>
<td>Submit proposal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year Fall</th>
<th>Second Year Spring</th>
<th>Second Year Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep</td>
<td>Oct</td>
<td>Nov</td>
</tr>
<tr>
<td>Oct</td>
<td>Nov</td>
<td>Dec</td>
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<tr>
<td>Nov</td>
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<td>Dec</td>
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<td>Feb</td>
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<td>June</td>
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<tr>
<td>May</td>
<td>June</td>
<td>Jul</td>
</tr>
<tr>
<td>Jun</td>
<td>Jul</td>
<td>Aug</td>
</tr>
<tr>
<td>Big eight and nine: Start writing up for publication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note: This timeline will vary depending on: (a) your thesis advisor; (b) the complexity or your study; (c) whether you will be using an experimental or non-experimental design; and (d) your sample (e.g., the departmental research pool; a clinical sample; infants; etc.).

For more information about the thesis, refer to the thesis checklist and guidelines at the following websites:


Towson University Checklist: [http://grad.towson.edu/academic/thesis/checklist.asp](http://grad.towson.edu/academic/thesis/checklist.asp)

A few key issues to keep in mind regarding advising:

- Advocate for yourself; you need to keep on top of your advisor to make sure you get the help you need
- Your advisor will most likely be working with more than one student. He or she is most likely to respond to students who advocate for themselves, check in, and are prompt with revisions and persistent in requests for meetings and help.
- Seek out as many opportunities to interact with your advisor and/or help with his/her research. The more time you spend with your advisor doing research, the better
• Keep your advisor in the loop and heed his/her advice
GENERAL POLICIES AND PROCEDURES

Thesis Advisors

- You should be linked with a thesis advisor as early in the first semester as possible.
- The thesis advisor should have expertise in your area of research interest.
- The graduate program director will assist you in identifying an appropriate thesis advisor.
- The thesis advisor retains the right to determine whether s/he has expertise with the proposed topic and therefore whether s/he feels comfortable/competent to supervise the student.

Thesis Committees

- You should work with the thesis advisor to select appropriate committee members.
- It is advisable, although not absolutely necessary, that thesis committee members should have relevant knowledge or expertise; for example, if you are planning on conducting complicated statistics, then you should have a committee member who has statistical expertise.
- Students should have the thesis committee approval form (see the Thesis Guidelines for a copy) signed and submitted to the graduate school before a proposal defense date is set.
- A copy of the fully signed thesis committee approval form should be provided to the graduate program director ASAP to be maintained in your permanent file.
- At least two members of the committee must be Towson University faculty. Any non-TU faculty members will need to be approved as graduate faculty before they serve on your thesis committee. This process can take time (sometimes a month or more). As such, any student who wants to include a non-TU faculty member on their committee should take this into account as they develop the timeline for completing their thesis project.

Thesis Credits

- Students completing a thesis must take 6 units of thesis credits.
- Students may register for Psyc 897 (6 units) for one semester or Psyc 898 (3 units) for two semesters.
- Students must be registered for thesis credits in the semester they plan to graduate.
- Students who register for thesis credits are required by the graduate school to complete a thesis before they can be cleared for graduation. In order to ensure that only those students who intend to complete a thesis register for thesis credits, students may only register for thesis credits under the following circumstances:
  - If they have already defended their thesis proposal, or
  - Their proposal is complete and they have a firm date scheduled for their proposal defense.
- Students who have taken all 6 thesis credits but have not defended their thesis must remain continuously enrolled in thesis continuum (Psyc 899 for 1-credit) until they successfully defend their thesis.
- When a student is ready to register for thesis, s/he should ask his/her thesis advisor to set up a section of thesis and provide him/her with a seat code. The program director does not set up thesis courses; they are set up at the request of the thesis advisor.
NOTE: Although this policy should prevent this from happening, there may be an instance in which a student who registers for thesis credits decides not to complete the thesis for any number of reasons. If this is the case, the student should contact his/her thesis advisor and the program director immediately to determine an alternate plan so that the student may still graduate from the program.

Research Questions/Designs

- The thesis must represent an original research project.
- Your research question should be developed as a result of a thorough literature review and regular meetings with your thesis advisor.
- There are no requirements regarding the type of design or method to be used: both experimental and non-experimental designs, as well as quantitative and qualitative methods, are considered appropriate. Thus, while a comprehensive literature review would not, a meta-analysis would, meet the requirements for the thesis. Overall, the design and method should be appropriate for answering the research question.

Writing the Proposal/Final Document

- You should work closely with your research advisor throughout the entire process (i.e., from developing a research question; identifying an appropriate design; analyzing the data; etc.).
- Do not expect to write one or two drafts and be done – it is likely to take a number of revisions before you are ready to submit your proposal and/or thesis to your committee. Please note: Your research advisor has the final say about when the thesis is ready to be defended.
- Each faculty member is different (some may be quicker and others may be slower); however, in general, you should expect your advisor to take a minimum of two weeks to read and comment on your document (you will need to factor this into your timeline).
- If you are having issues with your writing, please consult the writing center for assistance.

Proposal/Thesis Defenses

- Students are required to formally propose the project (i.e., Thesis Proposal) and defend the final product (i.e., Thesis Defense).
- While the Thesis Proposal will be closed (i.e., limited to the student and committee members only), the Thesis Defense will be advertised in the department so that all interested parties may attend. Students should expect that any attendee may ask questions.
  - For the Thesis Defense, students must provide a brief abstract (including study title and defense date) to the graduate program director at least two weeks in advance of the defense date. That abstract will be used to advertise the Thesis Defense to departmental faculty and graduate students.
- Your thesis advisor should have reviewed your proposal/final document and approved it before you submit it to your committee.
- You (not your advisor) are responsible for scheduling a room for the defense: for a room in the clinic (1106B), you should contact Dr. Katz (ekatz@towson.edu; 4-3072); for rooms elsewhere in the building, you should contact Jen Johns (jjohns@towson.edu; 4-5470).
- You MUST provide a copy of your proposal and/or final document (in either electronic or hard copy form based on committee member preference) to your committee A MINIMUM OF TWO WEEKS before your defense date. Alternatively, with the
approval of the advisor and ALL committee members, you may circulate the
documents less than two weeks in advance. If you do not submit the documents to
the committee within the agreed upon time frame, the defense date WILL BE
POSTPONED; no exceptions.

Data Collection

- You MUST complete an online research ethics training course before you may begin
  collecting data. Towson University uses the National Cancer Institute’s online ethics
  program. A copy of the certificate of completion must be submitted to the graduate
  program director before you may begin data collection.
- With the exception of theses involving archival data or existing databases (e.g.,
  Youth Risk Behavior Survey), ABSOLUTELY NO DATA MAY BE COLLECTED
  before 1) the Thesis Proposal has been completed and project approved by the
  thesis committee, and 2) the student has received IRB approval of the study. A copy
  of the original IRB approval letter should be submitted to the graduate program
director once it has been received (it is not necessary to give copies of approval
letters for any amendments to the study).
- Any data used for the thesis should be properly cleaned and checked before it is
  analyzed and included in the document.

Submitting the Final Document to the Graduate School

- Once you have successfully defended your thesis and made all revisions required by
  your committee (as confirmed by your thesis advisor), you should submit a copy of
  that final document (double sided), including a copy of the signed committee
  approval page, to the graduate program director to be maintained as a part of your
  permanent file.
- PLEASE NOTE: ALL THESES ARE REQUIRED TO BE SUBMITTED TO THE
  GRADUATE SCHOOL ELECTRONICALLY
- ***** The absolutely last day that the final document may be submitted to the
  graduate school is 10 days prior to the official end of the semester (i.e., the last
day of finals). If you do NOT meet this deadline, it is likely that you will NOT be
  able to graduate that semester. If you are not permitted to graduate because
  you missed this deadline, you will be required to take, and pay for, a thesis
  continuation credit during the next semester during which you plan to
  graduate.
CHAPTER 7: APPLYING FOR LICENSURE (LCPC)
LICENSING REQUIREMENTS OVERVIEW

The requirements for becoming a licensed professional counselor in Maryland are discussed below. Students wanting to become licensed in another state are strongly encouraged to become familiar with that state’s licensing requirements to be certain that they will be adequately satisfied by this program. Each state’s licensing board can be found at the following website: http://www.nbcc.org/Directory

Requirements for MA-Level Licensure in Maryland (LCPC)

Students must hold a master’s degree with a minimum of 60 graduate semester credits with 3 graduate semester credits in each of the following areas:

1. Human growth and personality development
2. Social and cultural foundations of counseling
3. Counseling theory
4. Counseling techniques
5. Group dynamics, processing, and counseling
6. Lifestyle and career development
7. Appraisal
8. Research and evaluation
9. Professional, legal, and ethical responsibilities
10. Marriage and family therapy
11. Alcohol and drug counseling
12. Supervised field experience
13. Diagnosis and psychopathology
14. Psychotherapy and treatment of mental and emotional disorders

Students must also have 3 years of clinical experience prior to applying for LCPC licensure. Students must acquire a minimum of 3000 hours of supervised clinical experience in professional counseling under an approved supervisor (any licensed clinical professional counselor or another health care provider under the Health Occupations Article, Annotated COMAR, such as psychologist, psychiatrist, social worker, etc). Of the three years, 2 years must be post-graduate hours while one year may be acquired before completion of the MA degree. Regarding the supervised clinical experience:

- Of the 3 years of required supervised clinical experience, 2 years must be post-MA while one year may be acquired before the completion of the MA degree
- Of the 3000 hours required, 2000 hours must be accumulated after the MA degree; Up to 1000 hours may be accumulated prior to earning the MA degree
- At least 1500 hours of face-to-face client contact hours (i.e., direct session time with client physically present) are required
- Up to 1500 hours may be devoted to adjunctive psychotherapy or support therapy hours (i.e. crisis intervention, referral, intake assessment, etc.)
- At least 100 hours of face-to-face clinical supervision hours are required (i.e., direct supervision time with both the supervisee and supervisor physically present). These hours must be acquired after the awarding of the MA degree.

Students must also achieve passing scores on the National Counselors Examination (NCE) of the National Board for Certified Counselors and the State Law Test.
The forms needed to apply for LCPC licensure may be found at the following website:

http://dhmh.maryland.gov/bopc/SitePages/forms.aspx

Licensed Graduate Professional Counselor (LGPC) in Maryland

Students who have met the academic requirements (i.e., MA degree with 60 graduate credit hours including required coursework) but have not yet acquired the supervised experience may apply for LGPC status by achieving passing scores on the NCE and the Maryland State Law test. An LGPC may practice graduate professional counseling for 2 years under the supervision of an approved supervisor while fulfilling the required supervised clinical hours. The following persons are approved by the Board to supervise a LGPC: License Clinical Professional Counselor (LCPC), Licensed Clinical Social Work (LCSW), Licensed Psych Nurse, Licensed Clinical marriage Family Therapists (LCM), a Licensed Psychiatrist or a licensed Psychologist.

A new law is requiring that at least half of the required hours of supervised experience for an LGPC is to be provided by a Licensed Clinical Professional Counselor who has applied for and been granted status as an “Approved Supervisor in Clinical Professional Counseling.” A list of approved supervisors is forthcoming on the DHMH website.

LGPC’s must provide all clients with a disclosure indicating their status as an LGPC, the name of their supervisor, fee schedule, etc. A sample disclosure statement can be found at the following website:

http://dhmh.maryland.gov/bopc/pdfs/sampleprofessionaldisclosure.pdf
TU’s MA in Psychology, Clinical Concentration and the LCPC/LGPC requirements

The table below lists the clinical courses that meet the requirements for LCPC licensure.

<table>
<thead>
<tr>
<th>Required Coursework</th>
<th>Relevant Clinical Program Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Techniques</td>
<td>Psychotherapy and Behavior Change I (Psyc 665)</td>
<td>3</td>
</tr>
<tr>
<td>Appraisal and Diagnosis</td>
<td>Assessment of Intelligence (Psyc 720)</td>
<td>3</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Advanced Research Design I (Psyc 687)</td>
<td>3</td>
</tr>
<tr>
<td>Professional, Legal, and Ethical Responsibilities</td>
<td>Ethical, Legal, &amp; Professional Issue in Psychology (Psyc 790)</td>
<td>3</td>
</tr>
<tr>
<td>Supervised Field Experience</td>
<td>Practicum in Clinical Psychology (Psyc 697) and Internship in Clinical Psychology (Psyc 797)</td>
<td>7</td>
</tr>
<tr>
<td>Diagnosis &amp; Psychopathology</td>
<td>Advanced Abnormal Psychology (Psyc 631)</td>
<td>3</td>
</tr>
<tr>
<td>Psychotherapy and Treatment of Mental and Emotional Disorders</td>
<td>Cognitive Therapy I (Psyc 755)</td>
<td>3</td>
</tr>
</tbody>
</table>

The required courses that are not offered through the clinical program are as follows: (1) Human growth and development; (2) Social and cultural foundations of counseling; (3) Counseling theory; (4) Group dynamics, processing, and counseling; (5) Lifestyle and career development; (6) Marriage and family therapy; and (7) Alcohol and drug counseling. Students may take these other required coursework through the Counseling Psychology MA or CAS programs here at Towson or through another regionally accredited university (See Chapter 2, Approving Electives) for information on how to get elective courses approved as well as how to have courses taken at another institution transferred into to Towson. These additional courses will count as electives toward graduation from the clinical program.

**Students should remember:**

(1) When requesting seat codes for courses offered through the counseling psychology program, they are awarded in the following priority order: (1) Counseling MA students, (2) Counseling CAS students, and (3) Clinical MA students.

(2) I do not have any influence over whether a particular student will be able to get into a desired course. Students will have to request the seat codes from the Counseling Psychology GA who will maintain a wait-list and award seat codes to clinical students on “first come, first-served” basis after all higher priority students have been given seat codes.
APPENDICES
UNIVERSITY POLICIES AFFECTING STUDENTS

Code of Student Conduct:
http://www.towson.edu/studentaffairs/policies/conduct.asp

Academic Integrity Policy:
http://inside.towson.edu/generalcampus/tupolicies/documents/03-01.00%20Student%20Academic%20Integrity%20Policy.pdf

Policy on Substance Abuse for Faculty, Staff, and Students:

All Other Policies Affecting Students:
http://www.towson.edu/studentaffairs/policies/
REPORTING CHILD ABUSE AND NEGLECT

The university has recently implemented strict policies regarding the reporting of child abuse and neglect that affect all members of the campus community. The policy as well as information on reporting procedures can be found at the following website: http://www.towson.edu/adminfinance/facilities/police/crimeprevention/reportingchildabuse/index.asp

Briefly, the policy requires all members of the university community to report suspected Child Abuse or Neglect, regardless of when or where it happened, to the local department of social services or local law enforcement agency.

A report should also be made to the Campus Police Chief if the suspected abuse
- took place in institution facilities or on institution property
- was committed by a current or former employee or volunteer of the University
- occurred in connection with an institution sponsored, recognized or approved program, visit, activity, or camp, regardless of location (excluding field placement sites unless it was committed by a Towson University employee or student), or
- took place while the victim was a registered student at the institution

The individual may also be required to report the incident to the designee of the University President.

Graduate students in the MA in Psychology, Clinical Concentration, may become aware of instances of actual or suspected child abuse in a number of ways including the following:
- when collecting data from students
- when conducting practice interviews or counseling sessions
- when serving as teaching assistants

If child abuse has been discovered or suspected, regardless of how long ago or where it happened as well as how vague the information, students should immediately inform their faculty supervisor/mentor or graduate program director. The faculty supervisor/mentor or program director will then assist the student in making a report.

Students should understand that practicum sites will have their own policies and procedures for handling reporting of child abuse/neglect. As such, students should consult with their field placement supervisor immediately in the event that child abuse is suspected. In this instance, the graduate program director need not be informed unless there are concerns that the situation has not been handled properly.
WRITING DO’S AND DON’Ts

1. **Do not** use first person for formal papers (research reports, testing reports, etc.). The first person is acceptable for response and opinion papers.
2. **Do not** start sentences with the names of authors of a study – restate the findings of the study in such a way that you can use parenthetical citations.
3. **Do not** write literature reviews in such a way that they read as if they are a list of study descriptions.
4. **Do not** obsess about how long a paper needs to be. It needs to be as long as it needs to be in order to succinctly and clearly convey information and make your point. That being said, some papers will have page limitations.
5. **Do not** rely on spell-check to find all your typing and spelling errors.
6. **Do not** use contractions.
7. **Do not** use overly informal language.
8. **Do** write more than one draft of a paper.
9. **Do** re-read your paper before handing it in.
10. **Do** be mindful of little errors. The devil is in the details and the details demonstrate your level of care.
11. **Do** be familiar with the APA manual. It is your friend.
12. **Do** ensure that you have subject/verb agreement.
13. **Do** Remember that articles do not conduct studies, the researchers do (e.g., the article found that anxiety was more common in… **NO** the researchers found or the findings of the study indicated that…
14. **Do** be sure you know when to use “that” and when to use “which”
15. **When in doubt, Do** visit the writing center
Dear Faculty

First of all, I want to thank you for the time and effort you put into providing the students in the Clinical Psychology program with a high quality, science-based education. I am very interested in getting your opinion of the first year clinical psychology graduate students. I would appreciate it if you could take a few minutes to complete the attached evaluation forms for the students in the first year cohort. You will evaluate each student on the following criteria:

- **Intellectual potential** the ability to learn and apply new information
- **Mastery of course material** the degree to which the student has a full understanding of and an ability to apply the skills and knowledge taught in the course
- **Communication skills (oral, written)** the degree to which the student can express an idea or concept, either orally or in writing, in a clear, concise, and organized manner
- **Professionalism (behavior, appearance, and attitude)** the degree to which the student is (or will be) able to work effectively in a professional environment
- **Interpersonal skills** the ability to interact appropriately and get along effectively with faculty and students in the cohort
- **Ability to accept criticism/feedback** the degree to which the student is able to graciously accept constructive criticism and to use it to improve performance.
- **Emotional maturity** the degree to which the student demonstrated emotional stability, sensitivity, insight, judgment, and common sense

This information will be used in writing letters of recommendation for students and, in combination with other information, to determine the student’s readiness to go on internship. Please feel free to include any narrative comments (both positive and negative) in the space provided. This information will be summarized and passed on to students anonymously.

I would appreciate it if you could return these to me before the start of the spring semester.

Thank you for your time in completing these evaluations.
### MID-YEAR EVALUATION FORM

#### Summary of Ratings and Comments

<table>
<thead>
<tr>
<th></th>
<th>Outstanding (A)</th>
<th>Above Average (A-/B+)</th>
<th>Average (B)</th>
<th>Below Average (B-)</th>
<th>Unacceptable (C)</th>
<th>No Basis for Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Potential</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mastery of course material</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>Communication Skills</td>
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<td>• Oral</td>
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<td>• Written</td>
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<td>Professionalism</td>
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<td>• Behavior (e.g., prompt)</td>
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<td>• Appearance (e.g., dress, demeanor)</td>
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<td>• Attitude (e.g., respectful, interested)</td>
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<td>Interpersonal Skills</td>
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<td>Ability to accept criticism/feedback</td>
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<td>Emotional Maturity</td>
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Please record any comments or feedback that you would like for me to pass on to the student. Please be advised that all feedback will be delivered anonymously to the extent possible.
**PSYCHOLOGY DEPARTMENT**
Clinical Psychology

**STUDY PLAN**

**DEGREE PLAN:** Master of Arts

**CONCENTRATION:** CLPY

**ANTICIPATED GRADUATION DATE:**

**NAME:** ___________________________________________  **TU ID:** ________________________________

**E-MAIL:** ____________________________  **THESIS TRACK (Circle One):** Yes No

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## REQUIRED COURSEWORK

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<th>COURSES</th>
<th>CREDITS</th>
<th>SEMESTER COMPLETED</th>
<th>GRADE</th>
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<td>Psyc 720</td>
<td>Intelligence Assessment</td>
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<td>Advanced Abnormal</td>
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<td>Psyc 790</td>
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<td>Child Psychopathology</td>
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<td>Personality Assessment</td>
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<td>Practicum</td>
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<td>Cognitive Therapy</td>
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<td>Psyc 797</td>
<td>Internship</td>
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## THESIS CREDITS/ELECTIVE CREDITS

| Psyc ______ | Thesis |               |       |
| Psyc ______ | Thesis |               |       |
| Psyc ______ | Elective (Course Title): | 3 |
| Psyc ______ | Elective (Course Title): | 3 |
| Psyc ______ | Elective (Course Title): | 3 |

## REPLACEMENT COURSES

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## GRADUATION REQUIREMENTS COMPLETED

**Notes:**

**Circle One: YES  NO**

**Note:** Cross out any course to be replaced; In spaces provided, write in replacement courses. Bolded/italicized courses may not be replaced. *Students planning to pursue a child-oriented field placement may not replace Psyc 632.*

Program Director's Signature: ___________________________  Date: __________

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